

CHAPTER 1 - RECOMMENDATIONS and OVERVIEW

1.1 FINDINGS AND RECOMMENDATIONS

1.1.1 This Chapter presents

- a brief summary of findings and recommendations, and
- an overview précis of the main work of the project leading to the final report.

1.1.2 The remaining Chapters provide the substantial detail of fieldwork, analysis and consideration, and formulation of results. A more comprehensively supported statement of findings and observations is at Chapter 6.

Key Terms

1.1.3 This report is set in Queensland, where the term TER is used for tertiary entrance scores allocated on the basis of evidence other than immediate completion of conventional secondary schooling. For consistency in an Australian setting, key terms used in this report have been defined as:

Tertiary Entrance Rank – TER: means the numerical rank allocated on the basis of performance in years 11 and 12 of conventional Queensland secondary schooling. It is used here in place of Overall Position (OP), the equivalent Queensland term, using a range of ranks from 1 (high) to 25.

Tertiary Entrance Rank, based on other evidence – TER(OE): means a numerical rank using a range 100 (high) to 1, allocated on the basis of evidence other than that drawn from immediately completed conventional Queensland senior secondary schooling. Evidence sources include: tertiary awards or subject results; secondary school studies, including previous TERs; other qualifications or codifiable achievements; certain tertiary aptitude tests; and sometimes assessments of personal competencies.

Schedule: means published QTAC translation tables or formulae used to allocate TERs(OE) using evidence other than immediately completed Queensland secondary schooling.

Queensland Tertiary Admission Centre Ltd – QTAC: means the service company established by the Queensland universities for collaborative development and operation of central tertiary selection processes and facilities for university undergraduate courses, and higher TAFE courses.

School Leaver: means, for this report, people aged 16 -19 years, regardless of school, training, or work status. This definition recognises that for many “leaving school” is a graduated process taking some years, and possibly involving schooling, vocational training, work, other activities like voluntary service, and non-employment.

Findings

1.1.4 Queensland's tertiary admission provisions are much more comprehensive and well established than in other states. (Chapters 3, 4)

- There are almost 400 ways for tertiary applicants to present admissions evidence – through use of a TER gained in the year of application, or by QTAC schedules. These routes for admission – less than half from current Queensland Year 12 students – are used in an established climate of public acceptance.
- There is an extensive range of tertiary institutional alternative admissions and transitional programs, including provisions for school-leavers and those of similar age.
- There is increasing central provision through QTAC for providing TERs (OE) or other forms of tertiary access to those students who complete Year 12 without receiving TERs.
- Individual institutions have progressively broadened the range of ways in which higher-achieving secondary students can gain direct university admission.

1.1.5 There are six sets of conventional and alternative evidence, comprising 38 types of evidence, shown to be used to various degrees by Queensland institutions for the tertiary admission or selection of school-leavers and other applicants. (Chapters 3, 4)

- School-leavers demonstrate capability to marshal and present such evidence.
- Schedule-based and qualitative methods for making alternative admissions decisions are employed in most institutions and in QTAC.
- One institution uses such evidence for a substantial proportion of admissions from Year 12 applicants.

1.1.6 A model has been developed for a centrally operated, comprehensive alternative admissions system, compatible with the Queensland education and tertiary admissions context, drawing on existing methods in use in Queensland and on research into achieving consistency in qualitative judgement based on disparate evidence. (Chapters 4, 5)

- The model assumes the use of evidence shown to be available to school-leavers and builds on methods used in the tertiary institutions.

- It provides for lateral and longitudinal consistency and comparability while using different sub-sets of the types of evidence found to be available to school-leavers.

1.1.7 However, the usefulness and practicability of proceeding with the development and introduction of such a model, focussing on the conventionally assumed point of transition of school-leavers to tertiary education, has been thrown into doubt by these factors (Chapters 3, 6):

- The increasingly questionable contemporary relevance of conventional admissions assumptions and policies, based on proceeding directly from conventional Year 12 schooling to tertiary study.
- The increasing melding of work, training, and education from about age 15.
- Increasingly graduated and varied transition routes and transition timing, making obsolescent many conventional assumptions about transition.
- Decay of the notions of “prestige” courses, especially assumptions of exclusivity of access to them.
- New public policy approaches that support engaging older adolescents in training, education, and work in varying combinations.

1.1.8 In the light of these and other changes, the institutional policy barriers preventing school-leavers from accessing the QTAC “mature-age” schedules before certain threshold ages, usually 19 or 21, appear unsustainable. (Chapters 3, 6)

- School-leavers with unconventional senior secondary histories are increasingly able to present evidence suitable for admission based on ranks derived from QTAC schedules. Some classes of evidence, eg based on vocational education, are produced by school-leavers who have undertaken mainstream post-school training.
- Tertiary institutions show a growing willingness to consider such people for admission.
- It is unreasonable and inequitable to deny the use of evidence admissible from applicants aged over 19 or 21 to applicants under those ages. Evidence is evidence.

1.1.9 In public policy development, a marked emphasis is being placed on supporting school-leavers in a choice from various routes to and through tertiary study, training, and work.

- There is increased awareness of the need to give support to individual school-leavers to find the forms of educational, training, or work engagement that from time to time, fit their aspirations, personal circumstances and personal time scales.
- This includes providing potential school-leavers, over some years, with the help required to form aspirations and positive attitudes to education, training and work, and to develop knowledge of possible futures in these and related future personal actions. (Chapter 6)

1.1.10 Changed opportunities for entry, changing types of education, training, and work, and increased participation in changing patterns, are observed. These suggest that the group of disadvantaged school-leavers with non-conventional schooling backgrounds originally targeted some years ago is now small. Further, it seems to have much improved opportunities to access tertiary study, given the ability and aspiration to do so.

- There are now extensive provisions for tertiary access in Queensland within a short time of leaving school.
- Recent national policy consideration has accepted that about 10-15% of school-leavers will not be engaged in tertiary education for various reasons.
- Thus, the size of the target group of tertiary-able people with non-conventional school backgrounds originally assumed to exist is now considered to be quite small.
- To the extent that the group still exists in terms of being denied tertiary access where individual aspiration to it exists, other approaches canvassed in this report seem the most practicable ones to address the group's access needs. (Chapter 6)

1.1.11 The outcomes and findings are set out fully in Chapter 6.

Recommendations

1.1.12 The recommendations essentially recognise that the ideas on which the project was based, some dating from social equity concerns first canvassed at policy level in the 1970s, have been overtaken. At least in Queensland, access to alternative admission procedures has been extended to virtually the whole population, apart from people aged below 19 or 21, who can demonstrate appropriate achievement or aptitude. They are increasingly accessible, individual, varied, and time-flexible.

1.1.13 The report's recommendations, follow the findings given above. They are:

- **Recommendation 1:** That the focus on admissions considerations be moved from the immediate progression of Year 12 leavers into particular higher education courses. Rather, the admission of applicants from a general population, including those recently from school, using many routes and methods, and at individually appropriate times, should be recognised as the normal pattern for tertiary transition.
- **Recommendation 2:** That, in order to recognise the increasing range of evidence available for presentation by 16 -19 year old people, the present age thresholds for access to the Queensland QTAC-based admissions schedules be relaxed to enable their use by school-leavers able to present appropriate alternative evidence. This access might be either in lieu of or in addition to TERs for most people immediately completing secondary school.
- **Recommendation 3:** That the development of an alternative admissions process for immediate school-leavers with a non-conventional secondary school background, based on conventional views of transition and school-leaver admission, and concerned with access to "prestige" tertiary programs, not be pursued - since access to tertiary courses, including prestige courses, is decreasingly competitive, and increasingly available through use by a range of sorts of evidence of proficiency.
- **Recommendation 4:** That resource priorities be given instead to assisting people in the process of setting educational and vocational directions, to understand educational or vocational possibilities, and their likely individual means of achieving personal goals - rather than to developing further school-leaver admissions systems.

1.2 PROJECT OVERVIEW

- 1.2.1 This is a brief outline of the main elements and work of the project. Observations made, sources used, and detailed consideration are in Chapters 3 to 6.

Project Origins

- 1.2.2 The project was part of a wider Higher Education Innovation Program (HEIP) project on alternative entry to tertiary institutions. It was conducted in the Queensland setting. It explored further the long-standing Commonwealth interest in establishing equity of school-leaver access to tertiary education through a comprehensive assessment method based on alternative evidence-in conjunction with or in lieu of the generic Tertiary Entrance Rank (TER).¹
- 1.2.3 Through QTAC, people aged 19+ already have available well established pathways utilising various qualifications. As a result, this project has focussed on access by 16 -19 year olds.²

Project Scope and Direction

- 1.2.4 Given the decreasing proportion of those completing 12 years of schooling who are eligible to receive a TER, and the higher proportion of young people engaged in some form of schooling or training, the project was interested in what admissions evidence other than a TER might be able to be presented by school-leavers.
- 1.2.5 As the project progressed, attention turned away from the traditional ideas of admission direct from secondary school, to address current understanding about leaving school, and transition to tertiary education, training, and work - whether or not following conventional senior schooling.
- 1.2.6 Consideration of those factors led to spelling out and examining the assumptions on which the problem addressed by this project appears to be based.

¹ See definitions in para. 1.1.3. In Queensland, most students completing conventional secondary education at Year 12 qualify for the allocation of a broad-band TER on the scale 1 (high) to 25 – locally termed an Overall Position (OP). These TERs are based on moderated school-based assessments, with State-wide comparability brought about through the annual use of the Core Skills Test taken by most Year 12 students. The TER is used for selection for tertiary admission. Non immediate school-leavers, recently **slightly over half** of those admitted to tertiary courses, rely on a Tertiary Entrance Rank (OE) (100-point scale) – here distinguished by that term from TER. Most TERs(OE) are allocated using schedules to convert individual educational, training or vocational achievement to a TER.

² Referred to here as “school-leavers” whether or not completing a conventional secondary school program.

- 1.2.7 Particular attention was given to the reported increasing tendency for school-leavers to traverse work and secondary, vocational and tertiary education; and to the changing opportunities and routes for doing so. This examination raised doubts about the sense of focussing on one point in time for tertiary admission by school-leavers, or assuming the use of a TER provides the benchmark for admissions provisions.
- 1.2.8 Eventually, in the face of these explorations questions were raised about the sense of providing a general alternative admissions process, and the practicability of doing so, for a seemingly small and apparently diminishing group assumed to be denied other forms of tertiary access.
- 1.2.9 In turn, these matters led the project away from a narrow numerical focus. It recognised the need to give a greater place to more broad-based evidence in tertiary admission of some school-leavers.

Approach Taken by the Project

- 1.2.10 The project has explored the existence of alternative evidence, and its actual and possible use. It has considered contemporary and emerging alternative opportunities for 16 to 19 year olds to obtain a TER or a TER(OE) or access to desired tertiary courses.
- 1.2.11 To do this, the project selectively consulted teachers and administrators in secondary and tertiary institutions and related agencies, and analysed their advice and opinions about alternative admissions. It referred to Australian and international published research and reviews, especially when considering the range of people making up the later adolescent transitional group.
- 1.2.12 It sought examples of likely and actual alternative evidence. It analysed the availability and some actual uses of this evidence in tertiary admissions; developed principles and possible processes for gathering and using the evidence; and engaged in and observed some trial activities in collection and use of data in schools and tertiary institutions.
- 1.2.13 It set this work in the field of tertiary admission for 16 to 19 year olds as seen through QTAC's comprehensive knowledge of admissions processes and collections of data.

Potential Alternative Admissions Evidence

- 1.2.14 About 38 sorts of evidence were identified as available to or actually being used for tertiary admission by school-leavers. It seems to cluster in these main groups: school-based; collateral learning (eg music, first aid); formal

vocational training or achievement; recognition of current personal competencies; readiness, aptitudes, or ability to make a case; non-vocational, non-school achievement and demonstrated life skills; specialist, focussed expertise; and considerations of disadvantage.

Production and Use of Alternative Evidence

- 1.2.15 Some secondary schools collect comprehensive external and/or alternative performance information - particularly where schools themselves manage external vocational programs for their senior students, or collaborate with other educational (eg TAFE) or industrial agencies. In addition, most students collect portfolios of evidence about their extra-mural performance.
- 1.2.16 External information can include qualitative data on student performance, but school staff seem reluctant to use it for reporting. Marked differences were observed between schools and systems in the standard of qualitative reporting.
- 1.2.17 Schools and individual school-leavers normally are keepers of a much broader range of evidence than is used for admission of 16 - 19 year olds to tertiary study. It is usually inconsistently compiled or codified. Some school staff had difficulty seeing that such evidence might be relevant for selection considerations, yet others strongly supported broadening the base of evidence.
- 1.2.18 Some specific avenues for presenting alternative evidence are available to school-leavers - at school level for receiving special consideration in the determination of a TER; or at course or institutional levels for obtaining special admissions consideration, on grounds of disability.
- 1.2.19 QTAC currently assesses the personal competencies (PCA) of about 3000 - 4000 applicants annually based on written statements linked to publicly stated criteria regarding an applicant's tertiary preparedness. This pathway was specifically developed to encourage tertiary access by persons who lack formal qualifications but are able to validate their preparedness for tertiary study through reference to a range of life experiences. Current school-leavers, given the evidence of current secondary study, are not encouraged to lodge PCA submissions because of their normally limited capacity to muster the appropriate range of evidence to use this route. As a result only 29 PCA submissions were received from current Year 12 applicants to QTAC in the 2001/2002 admissions period.
- 1.2.20 There are some examples of the use of alternative evidence to supplement the TER in making admissions selections to a high-demand program (eg QUT Science); or to provide a basis for early admission – conditional or otherwise – to specific courses in particular geographical regions (eg Griffith University

at Logan). These procedures are labour-intensive, and usually conducted by institutional staff close to the courses concerned.

- 1.2.21 However, there is no comprehensive arrangement at system or institutional levels for the routine processing of alternative evidence for admitting school-leavers that is consistent in a State system-wide sense.

Selection and Admission – Two Methods for Tertiary Entry

- 1.2.22 Two distinct approaches appear to be used to decide who shall enter tertiary courses; some procedures draw on both:

- By **assessment and selection** - assess an applicant's merit for selection from a hierarchical ordering of applicants into a cohort of the required number to be taken into a course.
- By **individual judgement - admission** - judge an applicant suitably able for entry to a course or courses, and admit the person, with little or no direct consideration of the hierarchy of merit in the wider applicant pool.

- 1.2.23 Almost all current, general schemes for entry, for conventional school-leavers and others, depend on assessment and selection – by TER, or use of a QTAC schedule to produce a TER(OE). Although there is an alternative pathway by which school-leavers without a TER can have a TER(OE) calculated on the basis of the best 20 semester units of Board, Board Registered and VET subjects recorded on their Senior Certificate, the TER remains the dominant basis for tertiary selection for the majority of Year 12 applicants; and it colours thinking about other tertiary entry arrangements.

- 1.2.24 A relatively low volume of selections into specific courses using alternative evidence employs personal assessment of individual evidence. These are expensive, and appear unattractive to institutions and their staff unless there are clear benefits to be had for particular courses or institutions.

- 1.2.25 This difference between assessment-selection and admission was an influential factor in forming this project's eventual opinion that there is only a very limited need for a comprehensive admissions scheme using alternative evidence, and that establishing such a potentially expensive system for potentially limited use is not justified.

- 1.2.26 However, one substantial benefit of regional special admissions processes appears to be to raise consciousness among younger people of the possibility of reaching higher education by non-conventional means, and to create an aspiration where one might not have existed. This effect was not researched, but has colloquial support among admissions staff.

A Comprehensive Process Using Alternative Evidence for General Admission?

- 1.2.27 Apart from making assessment using QTAC schedules available to school-leavers with non-conventional schooling who seek tertiary entry, there remains the approach using individual assessment for admission.
- 1.2.28 From the perspective of most applicants, a comprehensive alternative procedure should be based on the submission of one application, with one set of evidence for a range of course preferences probably from somewhat similar courses.
- 1.2.29 The preparation of such applications was found to be a challenge for some applicants - particularly for those not performing at high level in schooling. So, an applicant is likely to prefer to this a more tractable route for entry. More of those are progressively becoming available.
- 1.2.30 From an admissions and assessment perspective, different individual applications can draw on quite different sub-sets of the range of evidence identified. This requires more developed judgemental competencies used in a broader context than do applications for specific courses using similar sorts of evidence.
- 1.2.31 Many of the processes used to achieve conventional school-based assessments leading to TERs are based on qualitative judgement. But the judgemental issues are effectively concealed by separation of responsibility for school and overall ranking procedures, the use of solid-sounding descriptive grades and numerical ranks.
- 1.2.32 From an institutional perspective, non-TER-based entry has usually relied on TERs(OE). This process seems to provide enough apparent comparability to comfort academics concerned with “standards”; and to administrators nervous about possible challenges by disappointed applicants made on equity or comparability grounds.

A Model

- 1.2.33 The mechanism for conducting a more comprehensive alternative general admissions process for school-leavers is likely to be much more complex and require much higher levels of developed judgement than does any traditional assessment procedure. Further, our view is that such “alternative” processes are likely to be more subject to challenge by unsuccessful applicants than established arrangements for those aged 19+.
- 1.2.34 Although the project has concluded that the development of an alternative admission process is no longer justifiable (see para. 1.2.25) a model for a

comprehensive process has been developed by this project, to give a better view of potential practicability.

- 1.2.35 It requires the use of assessors using holistic judgment, based on a shared judgmental capability. Assessors would through personal self-appraisal using shared feedback, develop “calibrated” personal skills in admissions judgment, as a member of a managed, integrated, developing team of assessors.
- 1.2.36 The model emphasises the “admission” approach to entry on grounds of personal suitability demonstrated from a wide range of potential types of evidence. It could be qualified to some extent by the placement of those deemed admissible on a very limited number of graduated levels qualitatively compared to bundles of TERs – thus also incorporating some elements of selection.

A Changing Education and Training Situation for 16 -19 Year Olds

- 1.2.37 A range of changes occurring in school and other education and training for 16 to 19 year-olds is opening more opportunities for school-leavers to find ways of entering tertiary education.
- 1.2.38 These changing avenues include the opening of vocational education and training opportunities for individuals from the beginning of the equivalent of school year 11. This increase in routes is occurring in a number of ways: within schools, external to but managed by schools, through schools offering collaborative programs with TAFE, by being offered separately by TAFE or private providers, or through new apprenticeship and traineeship modes.
- 1.2.39 The range of avenues for entry is extended by TAFE tertiary preparation courses, and somewhat similar preparatory or provisional courses associated with some universities.
- 1.2.40 There is emerging evidence of students exiting year 10 to undertake AQF diploma or advanced diploma courses as alternatives to the traditional final years of secondary schooling. This provides further reason for making existing schedules available to younger people.
- 1.2.41 Work is being undertaken by the Queensland Government to introduce recognition of school-leavers’ education, training, and work experiences through a new form of Senior Certificate. This arrangement might well encourage the compilation of evidence useful in allocating TERs (OE).
- 1.2.42 Entry changes being introduced by some universities are not likely to benefit the target group for this project. For example, the abandonment for applicants with TERs above a certain level of the need for prerequisite subjects for most

courses; or the acceptance of entrants on the basis of recommendation by accredited schools.

- 1.2.43 However, they do seem to point to the heightened willingness of institutions facing increased intra-sectoral competition for the sorts of students they consider represent their domestic and international market segments, to change their entry methods to meet their institutional commercial needs.

A Changing View of the Target Group - Its Engagement in Work, Education, and Training

- 1.2.44 Apart from changes occurring to training and education provisions for school-leavers, there is also a changing, more comprehensive view of the character of the group itself.
- 1.2.45 There has been no direct identification of a target group for this project, or measurement of its actual size or current character. Informed observers and researchers seem to agree with the general notion that there is a group of school-leavers separated for various reasons from access to tertiary study.
- 1.2.46 The reasons for separation seem to be at least as much concerned with aspiration and experiences of schooling as with capacity to gain admission. Reasons of a systemic sort, or to do with admissions “standards”, are now rarely considered to inhibit entry.
- 1.2.47 It appeared the notion of the needs of such a group was given substance by a few concrete cases known to observers in schools, regarding whom factors other than machinery for immediate alternative access were considered more important.
- 1.2.48 This led us to form the view that the project problem was to some extent based on a construct that had become obsolescent.
- 1.2.49 In the light of this view, three aspects of the notion of the target group acquired more importance.
- 1.2.50 The first is that the scale of the target group seems to define itself by the number of school-leavers of limited, conventional school achievement who actually aspire to tertiary entry but can connect with no access route, immediately, into highly competitive courses.

- 1.2.51 The second is that such aspiration seems to be affected by four further factors:
- Claimed cultural constraints in schools that creates in certain students the belief that they are not suited to tertiary education or likely to be selected, and deprives them of access to information and the development of aspirations.
 - Low prior school leaver knowledge of vocations and the variety of routes for reaching them.
 - Low awareness that changing vocational choice is a normal part of individual development, especially in a training or educational setting or during early vocational experience.
 - Relatively high self-awareness by school-leavers of personal circumstances, eg remoteness, or domestic resources, that determine the possibility of their transition to tertiary institutions, or the route they will need to follow, eg a local traineeship prior to later relocation and tertiary access.
- 1.2.52 The third aspect is that for historical and traditional reasons, the belief seems to have existed among school and tertiary personnel, parents, politicians, the media, and the general public, that the normal desirable behaviour for school-leavers is to transit direct from school to tertiary institution. This was despite fairly general awareness in educational circles of the changing pathways and behaviour of school-leavers, and awareness of actual sources of commencing tertiary students.
- 1.2.53 Recent public policy trends, however, support a much more flexible systemic view of the way young people enter and undertake work, education, and training.
- 1.2.54 For school-leavers not following conventional secondary programs, the project encountered widespread feeling among observers that some preliminary demonstration of readiness for undertaking formal study should be forthcoming before entry is given. This was seen to be more important than gaining immediate transition. The view was expressed that, given relevant aspiration, acquired either before or after being a school leaver, those with competency can sooner or later achieve their goals.
- 1.2.55 In the light of the issues raised briefly here, and more comprehensively elsewhere in the report, the question seems to be whether emphasising action

to improve knowledge, access to alternative pathways and selection assessment, and in some cases domestic support, would not be more manageable than seeking an alternative admissions process for immediate transition for a group constructed on possibly diminishing indicators.

- 1.2.56 Findings and recommendations that address this question are set out in section 1.1 and Chapter 6.

Extending Existing Alternative Entry Arrangements

- 1.2.57 Access to many alternative gateways for tertiary selection is limited to those aged over 19 or 21.
- 1.2.58 Increasingly, however, the evidence useable for pathways to tertiary study is being created earlier in a school leaver's or young adult's development after the age of about 16 years. The number and variety of different pathways is increasing. School personnel report that secondary students in Years 10 to 12 are taking choices on vocational direction earlier than previously.
- 1.2.59 Allied to this, the first cases have occurred in recent years of school-leavers, presenting evidence of vocational achievement that would entitle them to entry under the alternative assessment and selection schedules, were they old enough to apply by that route.
- 1.2.60 Further, selection for apparently high prestige courses is less focussed on direct post-year 12 entry, eg in medicine; and the number of such courses has increased, eg in law and IT, at TAFE and university levels. So an entry route is now available through other tertiary study.
- 1.2.61 Thus, one possible and desirable step to meet the original objectives of this project would be to extend to school-leavers access to the existing alternative entry schedules.
- 1.2.62 Such access would recognise broadening school leaver experience, individual differences, eg in development, and the various spheres for demonstrating competency. The extent of access by school-leavers would be naturally determined by the proportion of school-leavers – now relatively limited - likely to have the required evidence to present.
- 1.2.63 Nevertheless, it seems equitable to recognise such achievement, and to allow individuals to elect it for selection in preference to conventional school achievement – or perhaps to provide for selection using the better score.

1.3 OUTCOMES AND CONCLUSIONS

- 1.3.1 The Project's outcomes and conclusions take a different shape from those at first imagined. The reasons for this are set out briefly earlier in this chapter, and more explicitly in the body of the Report.
- 1.3.2 The project's work, and related external events during the project, brought about considerable reconsideration of the likely practicability and pertinence of the original project intention - developing a comprehensive alternative admissions scheme leading to the award of a TER.
- 1.3.3 Circumstances for the target group, and the view taken of them and their participation in education, work or training, appear to have undergone major changes over the last decade. The development of an admissions system for school-leavers using alternative evidence is no longer needed to improve access, even to prestige tertiary courses.
- 1.3.4 One outcome of the changes has been to raise questions about the extent of any present group of school-leavers that cannot in due course access tertiary study, and "prestige" courses, because of the lack of a transition route.
- 1.3.5 Influences on this thinking include marked increases over the last 20 years in tertiary places available for access; advice from other observers of the expanding transition routes in schools and related agencies; the changing setting for such potential transitions; and changing public policies on engaging young people in work or education and training.
- 1.3.6 Using other types of transition provision and action appear likely to be more fruitful in achieving equity of access than creating a new set of admissions machinery.
- 1.3.7 The conclusions set out here are based on a range of factors the effects of which are systemic, being in many respects jointly reinforcing.